DOCUMENT RESUME

ED 421 404 SO 028 919

AUTHOR	Williams, Mary Ann
TITLE	Africa Activity Book.
INSTITUTION	Field Museum of Natural History, Chicago, IL.
SPONS AGENCY	National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE	1993-00-00
NOTE	29p.
AVAILABLE FROM	The Field Museum, Harris Center, Roosevelt Road & Lake Shore Drive, Chicago, IL 60605; telephone: 312-322-8853; ($3, plus $2.50 shipping and handling).
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*African History; *African Studies; Area Studies; Community Resources; Cultural Centers; Elementary Education; Exhibits; Foreign Countries; Local History; *Material Culture; Museums; Resource Centers; *Social Studies
IDENTIFIERS	*Africa; Field Museum of Natural History IL

ABSTRACT

This activity book accompanies the permanent "Africa Exhibit" at the Field Museum in Chicago (Illinois). The exhibit and the activities are designed to help students become aware of the diversity of Africa, its peoples and cultures, and its rich history. Some activities are intended for use at the exhibit while others ask students to apply themes from the Africa Exhibit to their own lives. The activities can be done prior to a visit, during a visit, or upon returning to the classroom after seeing the exhibit. Reproducible student pages are part of the booklet. (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 421 404

SO 028 919

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Adam Kashuba

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

AFRICA

Located in the Daniel F. and Ada L. Rice Wing.

© Field Museum, 1993

Welcome to the Africa Exhibit

This activity book is designed to help young people develop an appreciation and respect for Africa—its diversity, its wealth in peoples and cultures, and its rich history.

Some of these activities ask visitors to observe portions of the exhibit. Others ask visitors to apply themes from the Africa Exhibit to their own lives, for example, by mapping their community, designing their own Royal Palace or drawing their own memorial tusk.

We recommend that you choose a few activities to do when you visit the exhibit. Other activities are best done either before you reach the Museum, or when you return to your home or classroom.

To help you choose activities, we've come up with the following system.

Activities to do in the exhibit are marked with this icon.

Activities that are better done before or after your Museum visit are marked with this icon.

Welcome to the Africa Exhibit

Use the map on the facing page to help you find your way through the Africa exhibit. The red numbers on the map relate to page numbers of the activities in this book.

Area educators may borrow activity boxes on Africa from the Harris Educational Loan Center. To find out more, call 312-322-8853.

We hope you enjoy your visit to Africa!

1660

© Field Museum, 1993

Trace Your Itinerary

Welcome to Africa.

When you enter the Africa exhibit you'll land in Dakar, Senegal, a gateway to Africa. Then you'll begin your journey across the continent. There are 53 countries in Africa. This exhibit will just take you to a few of them.

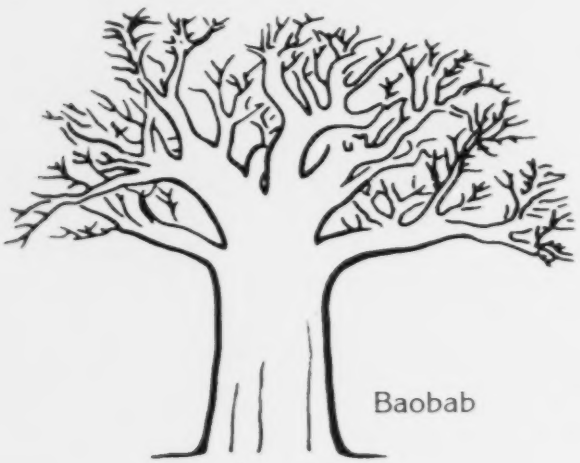
Connect the numbers to see where you're going. (Check and make sure you have your airline and bus tickets. Don't forget your hiking boots and a camel saddle—you're going to need them on this trip).

© Field Museum, 1993

Trace Your Itinerary

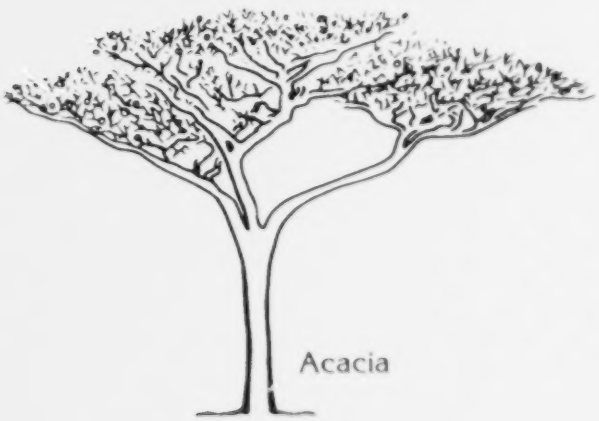
Watch for this design as you go through the exhibit.

And also watch for these trees:



Baobab

Date Palm



Acacia

© Field Museum, 1993

Map Your Community

When you walk through the streets of Dakar you'll see a street marker painted with a picture of the South African leader Nelson Mandela.

Senegalese artists often paint street markers with portraits of important political or religious figures. Schools, parks and public buildings are also named for important people.

Make a special streetmarker for your community. Be sure to put a picture of one of your heroes on it.

During your visit to Senegal, you'll leave the high rises of Dakar to go to a suburb called Grand Yoff with Marietou, a Senegalese woman who has invited you to visit her family for the Muslim holiday of Tabaski. On the way there, you'll see the members of Marietou's community—some neighborhood boys, Mamadou the tailor, her brothers in the courtyard drinking tea, the women in the kitchen, and the girls that do their hair in the courtyard during the afternoon.

After your museum visit, draw a map of your community. Put in your street, other streets nearby and special places like your home, school, church, store, playground or ball field. Include pictures of the people who are most important to you.

Who was your school, street or park named for? What was so special about that person?

© Field Museum, 1993

Design Your Own Royal Palace

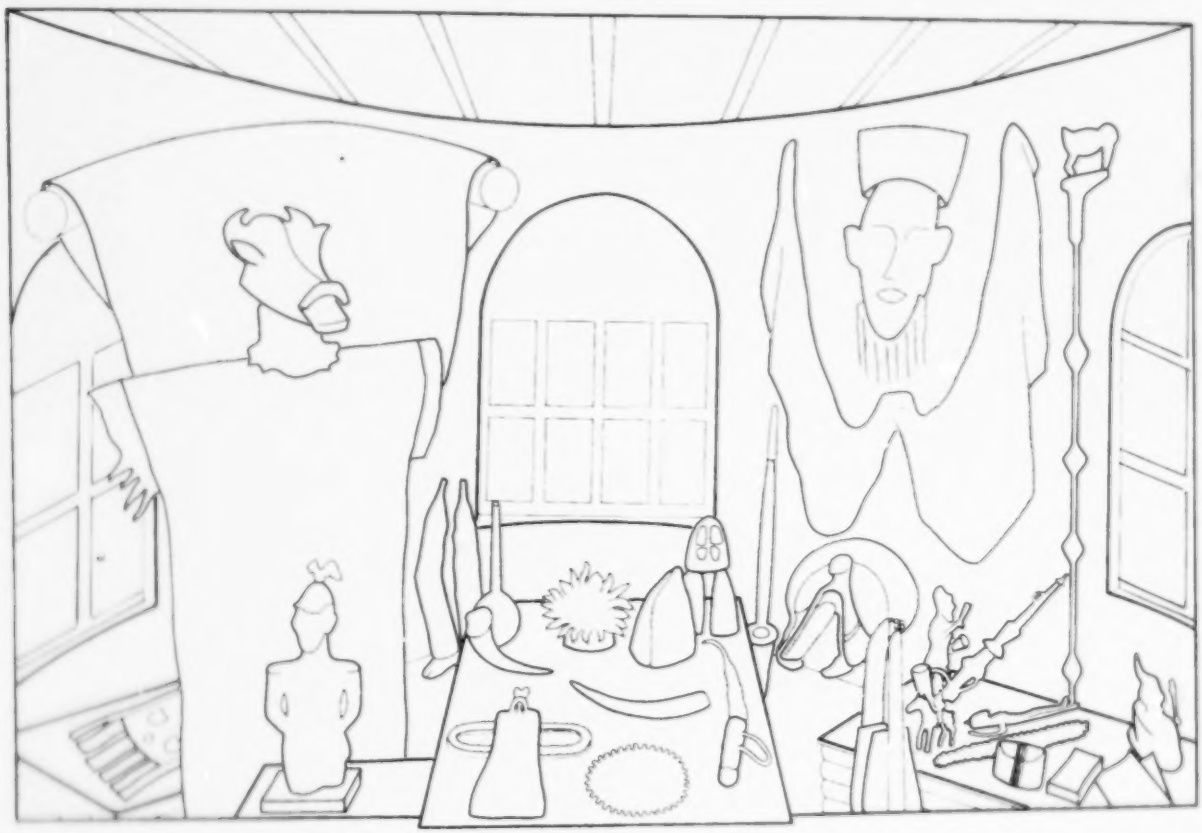
When King Njoya designed the Royal Palace of the Bamum people, he brought together elements from all his favorite buildings. He combined the yellow brick of German colonial buildings, the rounded cone-topped columns of traditional Bamum buildings, and the geometric designs of Islam. Over the doorway he placed a carving of the double-headed snake, an ancient symbol of the strength of Bamum royalty.

You've just been made ruler of your own kingdom. Design a royal palace for your people, using pieces of your favorite buildings, as well as your imagination. Choose an animal to be the symbol of your kingdom, and then draw that animal over the doorway.

© Field Museum, 1993

Inside King Njoya's Museum

Inside the Royal Palace, King Njoya made a museum where the most sacred objects of the Bamum people are stored and displayed when they're not being used in ceremonies or rituals.



Circle one of the objects from King Njoya's museum. Then write a label that explains why the object is so important.

Name of object: _____

Why it's so important: _____

_____

_____

_____

_____

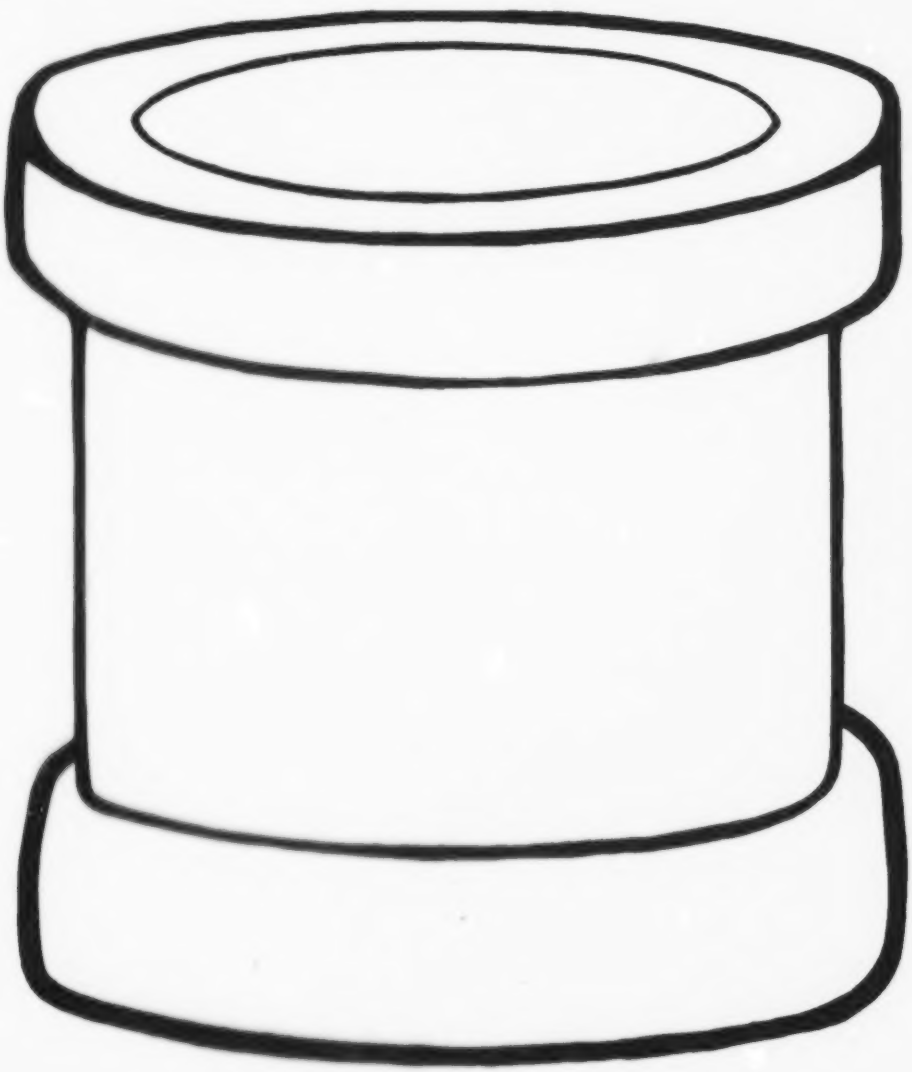
© Field Museum, 1993

King for a Day

In the Grassfields region of West Africa, only kings, chiefs and other important people were allowed to use certain symbols. The leopard symbol could be used only by kings. The elephant was also a royal symbol. Look for the chart of other symbols in the exhibit.

Although many Grassfields people owned stools, only wealthier people could afford fancy stools. The more power and wealth a person had, the more he or she could afford to pay artists to carve or decorate stools or other personal objects. Who do you think owned the three stools you see in this section?

Pretend that you are a Grassfields king. Now decorate the stool below. Use some of the symbols on the chart to give your stool extra meaning.



© Field Museum, 1993

Metals Make a Difference

We don't know exactly when African peoples began working with metals. But by 5,000 B.C., they were making objects of copper and gold.

Find the falcon in this exhibit. This was made by an Egyptian metalworker about 3,300 years ago. It is made of bronze, an alloy (or combination) of copper with tin. Note the sparkle in the falcon's eyes. The eyes are of gold, which never tarnishes. Look for other gold objects in this case.

Working with iron required new technologies. By about 500 A.D. ironworking had spread throughout Africa. Pump the bellows to find out how much work was required to heat the furnaces which melted the iron ore.

Choose one metal object in this section. Draw or describe its size, shape and design in the space below.

This object was used as(check one)

___ a weapon
___ a tool
___ an ornament
___ other_____

It is made from (check one)

___ gold
___ brass
___ iron
___ bronze
___ other_____

As you walk through the other sections, try to find another object used for the same purpose. What material is it made from?

Object_____ Made from _____

If the object you find is made from another material, can you explain why?

© Field Museum, 1993

The Tusk

To honor important people, such as their ruler, the Oba, the Edo people of Benin carve memorial tusks. The one in this exhibit was carved in the early 1800s to honor a famous war chief, the Ezomo. It's carved with images from the history and religion of the Edo people.

Every image has many meanings in Edo artwork. Experienced interpreters can take just one image and use it to tell dozens of different stories and to teach different lessons. For instance, if you look on the fourth band of the tusk, you'll see an image of the great Oba Ewuare, holding a mudfish—which is a lot like a catfish—in his hand.

Because mudfish can be fat and delicious, a carved mudfish may stand for the Oba's prosperity. The Oba is wealthy and powerful, so he always has good things, like mudfish, to eat. But some mudfish give off an electrical shock if you touch them, so a carved mudfish can also stand for the Oba's power.

Below you'll find images of some of the animals used in Edo artwork. Look around the Benin section. Write down what kind of object each animal was a part of.

Example:

Bird

Statue

Crocodile

Rooster/Hen

Scorpion

Leopard

Snake

© Field Museum, 1993

Tales from the Tusk

Here are a few of the stories told about images on the eleven bands of the tusk.

Band Two: The Fish-legged Oba Ohen—Some say the gods paralyzed Oba Ohen's legs after he sinned against them. Others say that the gods sent power, in the form of dangerous mudfish, into each of his legs.

Band Three: This carving shows Oba Esigie, who ruled in the early 1500s, holding hands with a Portuguese man. Early in his career, Esigie traded with the Portuguese; later on, he ended their alliance.

Mudfish

Band Four: This carving shows the Oba Ewuare holding a mudfish, a symbol of wealth and power.

Band Five: The bird on the fifth band represents the Oba's ability to see and overcome fortunetellers and false prophets.

Band Six: Two snakes divide the tusk. Historical images are below, sacred images are above.

Band Seven: This flat elephant tusk ending in a human hand refers to a story about how a warrior from the Ward of the Elephant hunters helped the Oba defeat his enemies.

Band Eight: This carving shows one of the female attendants of the Queen Mother, the most powerful woman in Benin City. The attendant holds a rectangular charm to ward off evil.

Band Ten: This image shows the god Osuan, holding a wooden wand in each hand to show that the ceremony has been blessed and a sacrifice may begin.

Band Eleven: The leaping leopard symbolizes the Oba's power over evil.

Tip: The tip of the tusk is carved like the ceremonial helmet and beaded collar worn only by the highest chiefs

13

© Field Museum, 1993

If you were an oba, how would you decorate a tusk to honor one of your ancestors? Below draw a scene showing an event or objects that were important to that person. After your Museum visit you may want to combine the scenes, one on top of another, into a tusk shape

© Field Museum, 1993

Looking Good

For over 800 years, metalworkers in the wealthy and powerful kingdom of Benin City have created works of art. Benin, the capital of this kingdom, was destroyed in 1897. This centuries-old kingdom now exists as the Edo State in the country of Nigeria.

Wealthy people in Benin hired dressmakers, hairdresses and jewelers to make them look good. Look at the metal and carved heads and figures in this section. These may not represent a particular person, but they do reflect the kind of dress and decoration used. An oba, or king, and his family had special privileges which included what they could wear.

Pick out a head you like and draw it at the right.

Now add these details:

The cap or head gear. The collar or necklace, if there is one. Any scars or tattoos you see.

If the label tells who your head represents, write it here. _____

Look at the photos of Edo people today. Compare the photos with the head you've drawn. Find a photo that shows some similar decorations.

What kinds of materials may have been used for the decorations on your head or in the photos? Check the ones you find:

__ fabric
__ feathers
__ leather
__ coral or stone beads
__ metal
__ other _____

© Field Museum, 1993

Savanna Sleuth

Few people think of cows as sly, devious creatures. But their cousins, antelopes—which are also members of the family Bovidae—have evolved many ways to escape from predators.

You've been hired by a pack of hungry hyenas to track down an antelope for their dinner. Your clients want you to draw a picture of one of the four antelope specimens in this section. Then make them a list of all the distinguishing characteristics of this antelope. Be sure to include details about the way your antelope escapes from danger.

You have ten minutes to complete this exercise. And I don't want to worry you, but remember that hyena you saw when you walked into this section? The one with the bloody bone in his mouth? His name is Louie and he's getting very hungry. . . .

Name your antelope: _____

Scientific name (a code name scientists use to distinguish this animal from all others):

_____

Sketch or describe the features of your antelope.

Eyes

Ears

Horns

Hooves

Coat color: _____

Most likely to be found: _____

Distinguishing features: _____

May avoid detection by: _____

If you were a hyena, how would you catch this animal? _____

If Louie comes after you, how will you get away? _____

16

© Field Museum, 1993

Dentist to the Megaherbivores!

You've recently moved to the African savanna to set up a dental practice for the animals there. Your first three patients are megaherbivores—the rhino, the hippo and the giraffe.

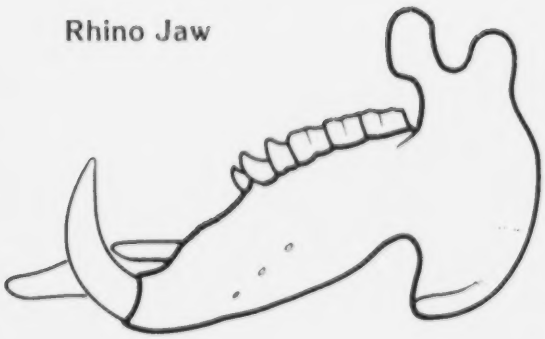
Before you can come up with a treatment plan, you need to understand the eating habits of each animal. List the foods that each one eats.

A rhino eats:	A hippo eats:	A giraffe eats:
_____	_____	_____
_____	_____	_____
_____	_____	_____

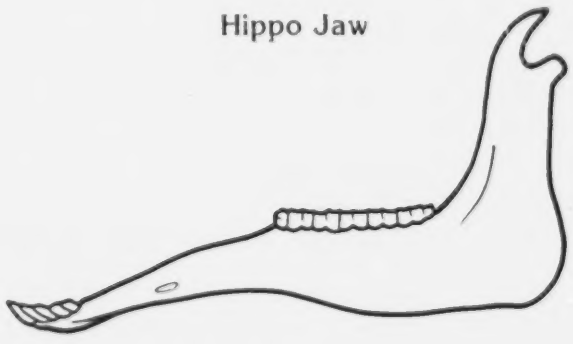
Oops! It's looks like your assistant got these pictures mixed up. Can you match each lower jaw to the right animal?

Giraffe Jaw

Rhino Jaw



Hippo Jaw



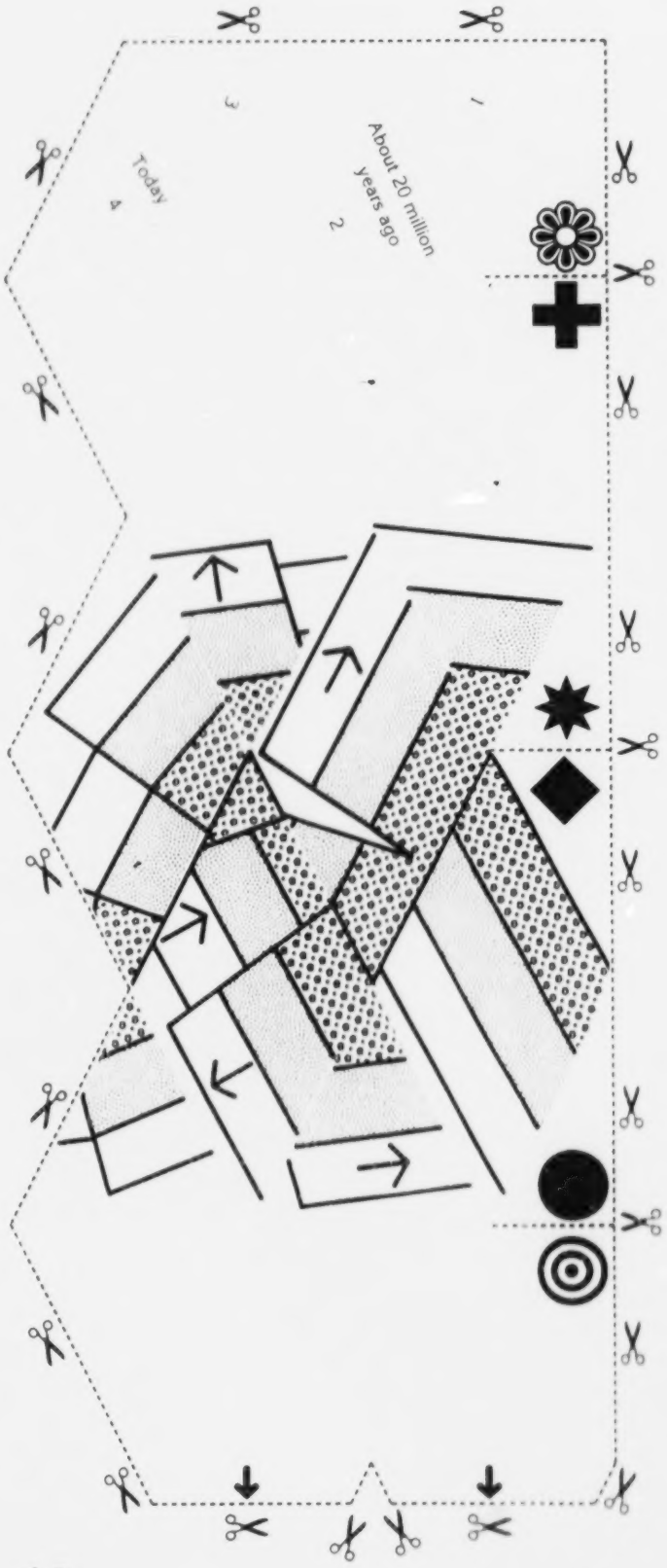
© Field Museum, 1993

Rift Shifter

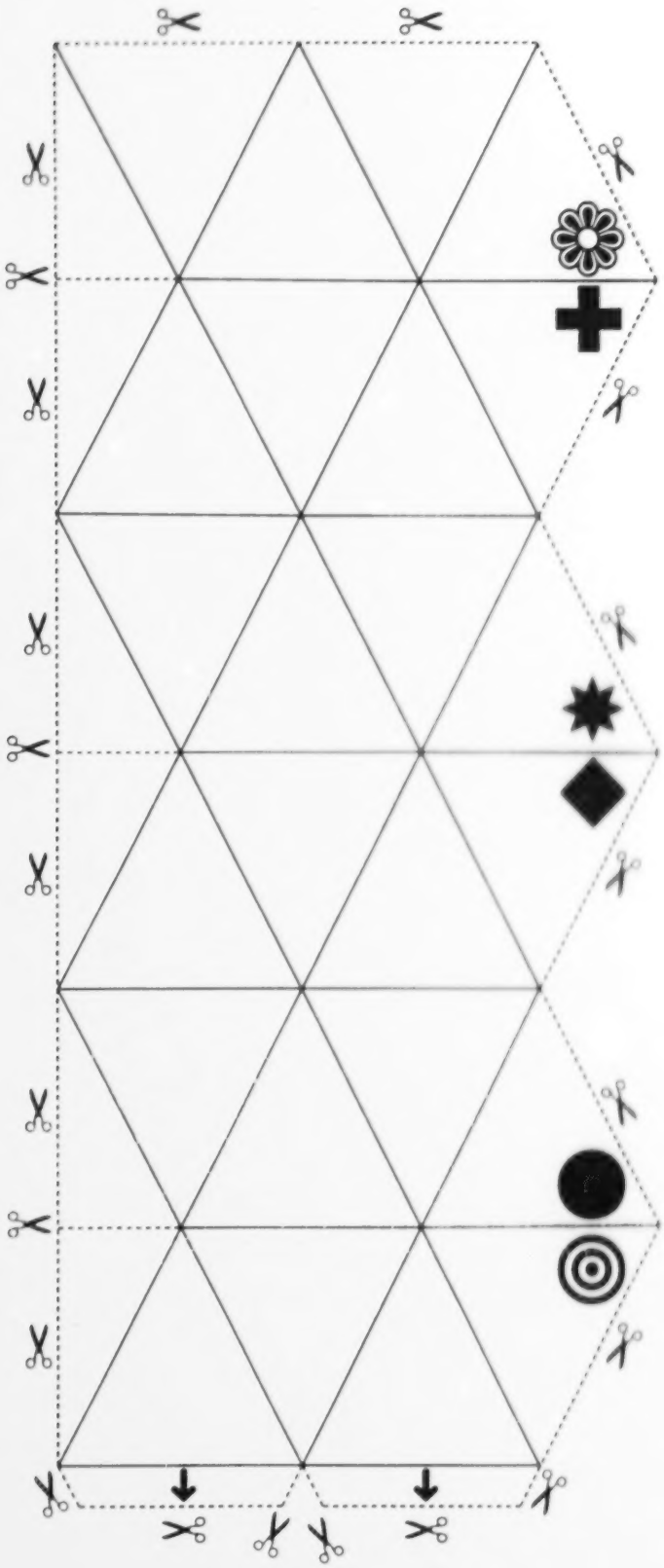
A rift is a feature of the earth's surface caused by the pulling apart of the continental plates. At times in the far past, all of the earth's continents were one gigantic landmass. The most recent unification of plates was called Pangaea. This large landmass was broken apart by the process of rifting. Today East Africa's Great Rift is the largest rift visible on land. Most other rifts occur along the ocean floor.

To learn more about rifting, assemble the rift shifter:

1. Fold and crease along every line and then flatten back out.
2. Cut along the dotted lines.
3. Match the ✪ to the ✪ and tape together.
4. Match the ✚ to the ✚ and tape together.
5. Do the same with the ✸, ◆, ● and ◉.
6. Make the Rift Valley model into a doughnut shape.
7. Put the end into the opening on the other end and tape together on both sides.



© Field Museum, 1993



Rift Shifter

After your Rift Shifter is assembled, watch how Africa's Rift Valley was formed. Rotate the hexagon so you see the sequence of geologic events which formed Africa's Rift Valley.

1. Large landmasses are usually composed of layers and layers of rock.

2. Sometimes geologic forces within the earth pull apart the earth's surface. This is called rifting.

3. Along this split, the center block sinks (is downfaulted), while the blocks on either side rise (are uplifted). A valley begins to form in the center.

4. Over millions of years as the rifting continues, pieces in the rift's center tilt and slide until they look like tilted steps on either side of the rift. This is called stepfaulting. Such stepfaulting is characteristic of the African Rift Valley

© Field Museum, 1993

Take a Hike Through the Rift

Take all-temperature gear for your hike through Africa's Rift. You won't walk all 3,500 miles but you will visit several habitats. Look for the roadsigns that tell you elevations and temperatures.

Here's the route you will follow:

- Start out in the **lake region** which extends from the Red Sea to Mozambique.
- Continue into the **mountain forests**, where you can learn how scientists study gorillas.
- Climb even higher into the **alpine forests**. Do you think you will reach the top of Mt. Kenya?
- Descend into the **savanna**, the home of many large animals.
- Fill up your water bottles before you enter the **desert**.

Now turn the page and fill out the Rift Scorecard.

© Field Museum, 1993

Rift Scorecard

On a ball team, different players play different positions. In a way, the same thing happens in a habitat—animals take different positions in the same environment. An antelope eats grasses, a giraffe feeds on acacia leaves, a hyena feeds on antelopes, a lion eats the hyena's leftovers. In the balance of nature, these animals live side by side.

Ecologists try to figure out the complex puzzle of how animals, plants and environments fit together. What position does each animal play? How do they all work together?

Pretend that you're an ecologist. As you travel through the first four sections of the Rift, identify three animals for each habitat. Then write down the food each animal eats, and what might eat each animal.

	Animal's name?	Mammal, fish or bird?	What does this animal eat?	What might eat this animal?
Lakes				
Rainforest				
Highest Mountains				
Savanna				

You can check your answers in the Rice Wildlife Research Center of the Animal Kingdom exhibit or in your library back at school.

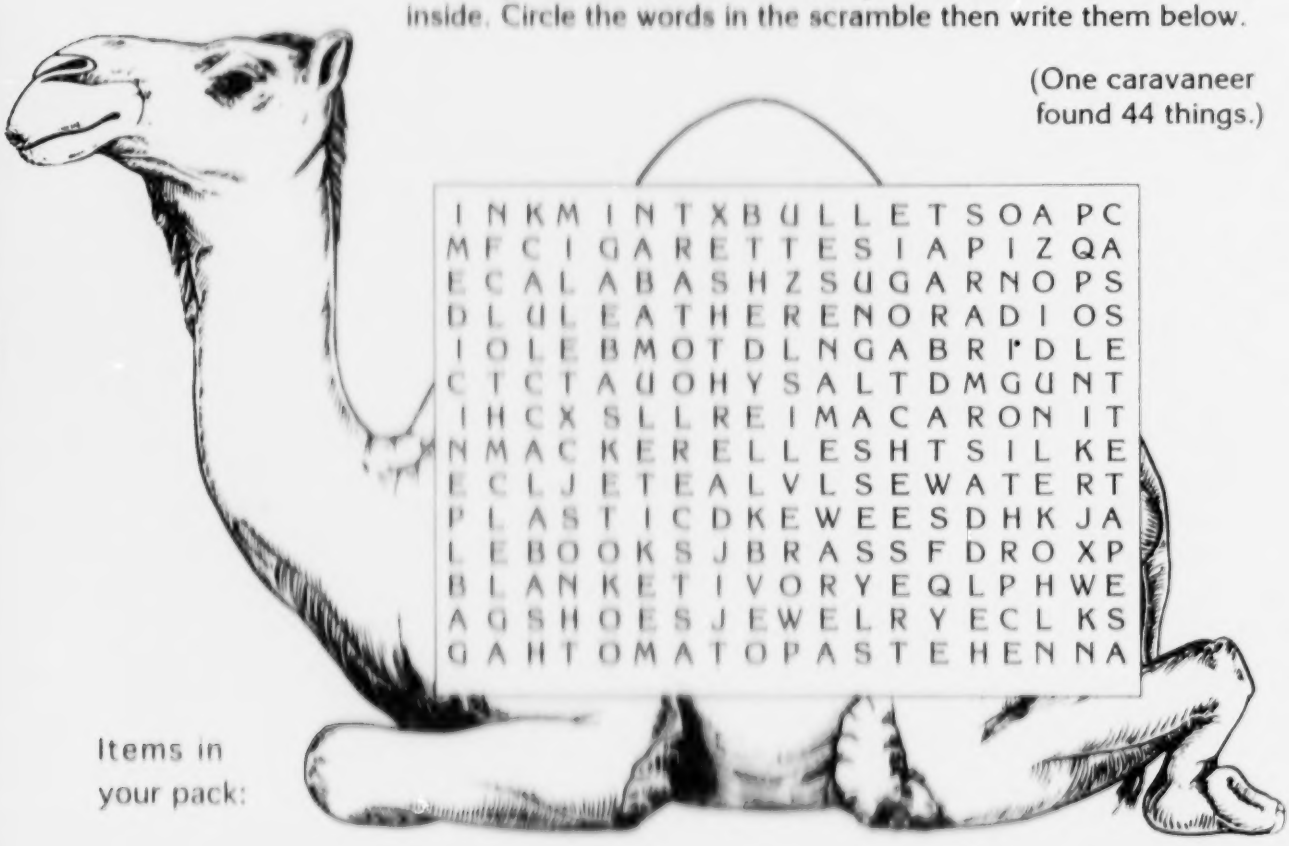
21

© Field Museum, 1993

Unpack that camel!

For centuries caravans have carried goods across the Sahara, from North Africa to the markets of the South, and back again. But as time has passed, the items packed on camels—or loaded into trucks—have changed. As you unpack this word scramble from one of your camels, see how many different items you can find inside. Circle the words in the scramble then write them below.

(One caravaneer found 44 things.)



I	N	K	M	I	N	T	X	B	U	L	L	E	T	S	O	A	P	C
M	F	C	I	G	A	R	E	T	T	E	S	I	A	P	I	Z	Q	A
E	C	A	L	A	B	A	S	H	Z	S	U	G	A	R	N	O	P	S
D	L	U	L	E	A	T	H	E	R	E	N	O	R	A	D	I	O	S
I	O	L	E	B	M	O	T	D	L	N	G	A	B	R	I	D	L	E
C	T	C	T	A	U	O	H	Y	S	A	L	T	D	M	G	U	N	T
I	H	C	X	S	L	L	R	E	I	M	A	C	A	R	O	N	I	T
N	M	A	C	K	E	R	E	L	L	E	S	H	T	S	I	L	K	E
E	C	L	J	E	T	E	A	L	V	L	S	E	W	A	T	E	R	T
P	L	A	S	T	I	C	D	K	E	W	E	E	S	D	H	K	J	A
L	E	B	O	O	K	S	J	B	R	A	S	S	F	D	R	O	X	P
B	L	A	N	K	E	T	I	V	O	R	Y	E	Q	L	P	H	W	E
A	G	S	H	O	E	S	J	E	W	E	L	R	Y	E	C	L	K	S
G	A	H	T	O	M	A	T	O	P	A	S	T	E	H	E	N	N	A

Items in your pack:

© Field Museum, 1993

A Camel By Any Other Name...

Buying a camel is the best investment you could make if you were going to cross the Sahara. Camels can go for days—sometimes weeks—without eating or drinking. Unlike trucks, they have no hard-to-fix mechanical parts. They seldom break down. And they give milk to drink, meat to eat and their skins can be tanned into useful leather.

For centuries, the Tuareg people have relied on camels for their desert caravans. The Tuareg love their camels so much that they have special words to describe them. A single word may tell about a camel's color, age, behavior, sex or disposition.

For instance:

ajmilal (ACH-me-lal) means a camel with lots of small spots next to each other

azerraf (AZ-er-ravf) means a two-toned camel

arenennas (are-REN-nen-nas) means a camel that neighs with joy when it sees something it likes

emerregreg (EM-merr-reg-reg) means a camel that roars mournfully when separated from its master or grazing mate

arewaha (ARE-wa-cha) means a camel that makes a pitiful roar when it's loaded and unloaded

taletmot (tel-TMUT) means a very fine, fast riding camel

In the United States, we also give our vehicles special names. Name five cars below, and describe what their names mean.

Example: **Jeep Blazer** Blazer might mean trail blazer, or a bright fast object like a blazing star.

© Field Museum, 1993

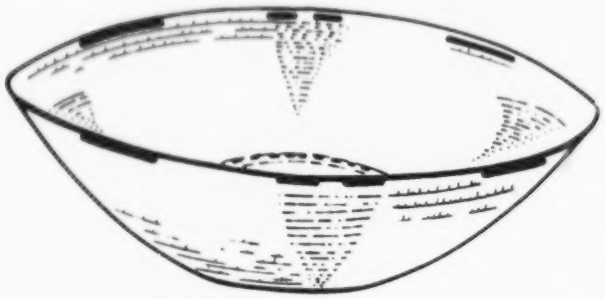
Containers

Years ago a Tuareg woman received calabash bowls—made from dried gourds—at her wedding. She used them to store food and displayed them on her bed during celebrations. When a woman needed money, she sold her calabashes for quick cash.

Today many Tuareg women use many types of containers, including durable enamel pots.

Look at the containers in front of the Tuareg tent. Write down the materials used to make them and how they're used.

What containers does your family use for the same purposes?



Material? _____

How Used? _____

Material? _____

How Used? _____

Material? _____

How Used? _____

© Field Museum, 1993

Kano Knot Dot-to-Dot

The Kano knot is a design often found on leather goods, clothing and other objects from the city of Kano in Nigeria.

Connect the dots below to make the ancient Kano knot design.

In which other places did you see the Kano knot pattern in the Africa Exhibit?

_____

_____

When you get back to your home or classroom, dip a table fork into tempera paint and practice making this design.

© Field Museum, 1993

Quilt Patch

When Chicago artist Venus Blue designed the quilt for the Africa Exhibit, she drew on her own experience as an African-American, as well as on the history of the African diaspora in the Americas.

On one side of the quilt you see designs and images from Africa. On the other side of the quilt you see patches representing the flags of the many American countries where people of African descent live today. Look for the familiar stars and stripes. Then draw another flag design at the right.

After your Museum visit, find out what country's flag you drew.

Design a patch for a quilt about the diaspora experience using images from the exhibit in the space below.

If you are with a group, you may want to make a paper quilt after your Museum visit. Just tape together all your patches and add a colorful border.

© Field Museum, 1993

Director's Chair

You've been asked to make a film about Africa. You may want to make it about just one place, or you may want to take viewers on a tour of the continent. It's entirely up to you.

Draw four scenes from your film. Then tell us about the action that's taking place.

Scene One:

Scene Two:

Scene Three:

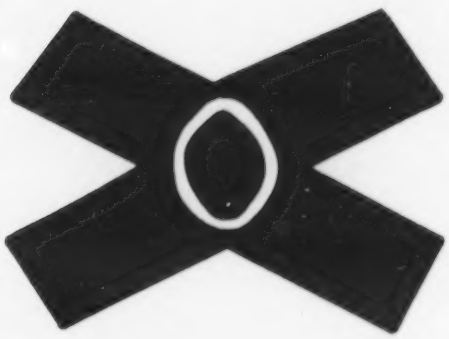
Scene Four:

© Field Museum 1993

The Field Museum
Exploring
The Earth And Its
People

© Field Museum, November, 1993
This activity book is funded through a grant
from the National Endowment for the Humanities
Writer: Mary Ann Williams
Designer: Mi Jeong Kim, Marcia Horwich
Artwork by: Lori Grove, Allen Levinson, Mary Chiz
Consultants: Maureen Herencia, Deborah Mack,
Joyce Matuszewich, Peter Laraba, Tom Wickland

© Field Museum, 1993



SPIDER

The spider stood for wisdom
among the Bamum people.